

### **Performance Outcome 3. 1.**

Communicate with law enforcement and detention facility personnel to exchange information in order to obtain or provide assistance in an investigation.

### **Training Objective Related to 3.1.**

A. Given a written or practical exercise, identify the types of information and sources for obtaining information useful to any agency conducting an investigation.

**Criteria:** The trainee shall be tested on the following:

3.1.1. Identify types of information available within your agency or with other agencies to obtain or to provide in order to render assistance in an investigation.

- 3.1.1.1. Descriptive information about a suspect
- 3.1.1.2. Information about other crimes suspect may have committed
- 3.1.1.3. Knowledge of possible whereabouts of a suspect
- 3.1.1.4. Family, friends, associates, co-workers of a suspect
- 3.1.1.5. Behavior patterns of suspect
- 3.1.1.6. Occupation
- 3.1.1.7. Modus operandi (how a person operates in committing a crime)
- 3.1.1.8. Peculiarities of suspect
- 3.1.1.9. Others as may be identified

3.1.2. Identify internal and external sources that may be used to obtain information relevant to an investigation.

- 3.1.2.1. Internal
  - a. National Crime Information Network (NCIC)
  - b. Virginia Crime Information Network (VCIN)
  - c. Probation and Parole
  - d. Automatic Fingerprint Identification System (AFIS)
  - e. Local Inmate Data System
  - f. National Law Enforcement Telecommunications System
- 3.1.2.2. External
  - a. Public Records
  - b. U.S. Postal Service
  - c. Other Public Safety Agencies (local, state, federal)
  - d. Crime Analysis Information Exchanges
  - e. Social Security Administration

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3.1.3. Identify steps to communicate internal and external information, i.e. to pass on information to proper authorities.

3.1.3.1. Document the information

3.1.3.2. Notify immediate supervisor

3.1.3.3. Follow department policy and procedure related to communication of such information including providing copies of reports and information to authorized parties.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Types of information available within your agency or with other agencies to obtain or to provide in order to render assistance in an investigation.
  - a. Descriptive information about a suspect
  - b. Information about other crimes a suspect may have committed
  - c. Knowledge of possible whereabouts of a suspect
  - d. Family, friends, associates, co-workers of a suspect
  - e. Behavior patterns of suspect
  - f. Occupation
  - g. Modus operandi (how a person operates in committing a crime)
  - h. Peculiarities of suspect
  - i. Others as may be identified
2. Internal and external sources that may be used to obtain information relevant to an investigation.
  - a. Internal
    1. National Crime Information Network (NCIC)
    2. Virginia Crime Information Network (VCIN)
    3. Probation and Parole
    4. Automatic Fingerprint Identification System (AFIS)
  - b. External
    1. Public Records
    2. U.S. Postal Service
    3. Other Public Safety Agencies (local, state, federal)
    4. Crime Analysis Information Exchanges
    5. Social Security Administration
3. Identify steps to communicate internal and external information, i.e. to pass on information to proper authorities.
  - a. Document the information
  - b. Notify immediate supervisor
  - c. Follow department policy and procedure related to communication of such information including providing copies of reports and information to authorized parties.

### **Performance Outcome 3.2.**

Interview a complainant, witness, victim, or inmate.

### **Training Objective Related to 3.2.**

- A. Given a written exercise, identify factors to consider in conducting an inmate interview.
- B. Given a practical exercise:
  - 1. Interview a complainant, a witness, or a victim.
  - 2. Interview an inmate combining legal requirements and interview techniques.

**Criteria:** The trainee shall be tested on the following:

**For a complainant, a witness, or a victim:**

- 3.2.1. Professional demeanor
- 3.2.2. Use of open-ended questions
- 3.2.3. Recording of information necessary to complete a report

**For an inmate:**

- 3.2.4. Three considerations of conducting an interview
- 3.2.5. Three interview styles
- 3.2.6. A strategy and questions to ask prior to the questioning

**Lesson Plan Guide:** The lesson plan shall include the following:

**For a complainant, a witness, or a victim:**

1. Professional demeanor
2. Use of open-ended questions
3. Information necessary to complete a report
4. Complainants and witnesses should be interviewed separately and early in the incident.
5. Statements are made under conditions that provide for no duress, threats, or promises
6. The focus is on details that bring out the facts of the incident and build on these
7. Complainants and witnesses are informed that they may be re-interviewed later for information that they may not remember at the moment or about information subsequently developed
8. Complainants and witnesses are thanked for their information and/or assistance
9. Identify when/if interview shifts from an interview to an interrogation or becomes accusatory

**For an inmate:**

1. Identify three considerations of conducting an interview:
  - a. Timing
  - b. Location
  - c. Physical and emotional needs
  - d. Drug and alcohol effects
  - e. Preparation
  - f. Privacy
  - g. Physical barriers
  - h. Juvenile/adult
2. Identify three interview styles
  - a. Factual
  - b. Sympathetic
  - c. Hostile
  - d. Apathetic
  - e. Face-saving
  - f. Complimentary
3. Identify a strategy and questions to ask prior to the questioning to determine as much as possible who, what, where, when, why, and how
4. Given a practical exercise combining legal requirements and interview techniques, conduct a suspect interview.
  - a. Introduction and purpose of the interview
  - b. Question for desired information
  - c. Adhere to legal requirements
  - d. Conclude

### **Performance Outcome 3. 3.**

Summarize in writing the statements of inmates, witnesses and complainants

### **Training Objective Related to 3.3.**

A. Given a practical exercise, complete an accurate written report based on an interview.

**Criteria:** The trainee shall be tested on the following:

- 3.3.1. Facts related to the incident
- 3.3.2. Events preceding the incident
- 3.3.3. Write a report based upon the information gained during the interview.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Facts related to the incident
2. Events preceding the incident
3. Identification of good listening techniques that encourage the person to talk
4. Clarification of words or slang
5. Use of open-ended questions
6. Use of simple and focused language
7. Use of “listening” body language
  - a. Casual observation
  - b. Feedback language
  - c. Gaining complete information about interviewee
8. Write a report based upon the information gained during the interview
  - a. Summarize the statements of witnesses and complainants to answer who, what, where, when, why, and how of an incident.
  - b. Be clear, complete, and concise.
  - c. Be accurate, reliable, and objective.
  - d. Use proper grammar and spelling (proofread to remove errors).
  - e. Cover as completely as possible what the witness/complainant sees or knows.
9. Reports must be written independently in the trainee’s own words unless it is a direct quote. Trainees may not copy each other’s reports.

### **Performance Outcome 3.4.**

Answer inquiries from prisoners or about prisoners according to agency policy (including talking with family, other people authorized by adult prisoners, or other agencies).

### **Training Objective Related to 3.4.**

- A. Given a written or practical exercise, identify the information that an officer may provide to prisoners.
- B. Given a written or practical exercise, identify the information that an officer may provide about prisoners.

**Criteria:** The trainee shall be tested on the following:

- 3.4.1. Type of charge
- 3.4.2. Location and bonding information
- 3.4.3. Court procedures
  - 3.4.3.1. Date and time of court appearances
  - 3.4.3.2. Bonding options
- 3.4.4. Location of magistrate
- 3.4.5. Information related to booking and classification for inmate including agency policy/inmate rules and regulations
- 3.4.6. Information about facility policies in jail such as phone calls, etc.
- 3.4.7. Authorized items that inmate may receive
- 3.4.8. Visiting rules



**Lesson Plan Guide:** The lesson plan shall include the following:

1. Type of charge
2. Location and bonding information
3. Court procedures
  - a. Date and time of court appearances
  - b. Bonding options
4. Location of magistrate
5. Information related to booking and classification for inmate including agency policy/inmate rules and regulations
6. Information about facility policies in jail such as phone calls, etc.
7. Authorized items that inmate may receive
8. Visiting rules

***Instructor Note: Advise trainees that they will need to identify department policy regarding information that may be given to the family of adult defendants as part of their department training.***

### **Performance Outcome 3.5.**

Calm emotionally upset individuals, and communicate an emergency message.

### **Training Objective Related to 3.5.**

- A. Given a practical exercise, use techniques of positive verbal skills and body language to talk with people who are emotionally upset in a manner to calm them, or to communicate an emergency message.

**Criteria:** The trainee shall be tested on the following:

- 3.5.1. Voice
  - 3.5.1.1. Volume
  - 3.5.1.2. Tone
  - 3.5.1.3. Control
- 3.5.2. Body stances
- 3.5.3. Empathetic manner (emergency messages may involve notification of injury or death of a family member, or notifying a family of the serious injury or death of an inmate per agency policy)
- 3.5.4. Suggest resources for the inmate (chaplain, counseling services, mental health, etc.)
- 3.5.5. Notify supervisor and follow-up if necessary.
- 3.5.6. Document all proceedings, if necessary, and/or as agency policy and procedure require.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Facial expressions
2. Body stances
3. Eye contact
4. Voice
  - a. volume
  - b. tone
  - c. control
5. Language use
6. Empathetic manner (emergency messages may involve notification of injury or death of a family member; notification of injury or death of an inmate to a family member). Convey the content of the message in an appropriate manner even if the inmate does not respond appropriately.
7. Suggest resources for the inmate (chaplain, counseling services, mental health, etc.)
8. Notify supervisor and follow-up if necessary.
9. Document all proceedings, if necessary, and/or as agency policy and procedure require.

**Instructor Note: Advise trainees that they will need to identify agency policy related to delivery of emergency messages.**

### **Performance Outcome 3.6.**

Use crisis communication techniques as appropriate (hostile/confrontational persons).  
Maintain calm and prevent a situation from becoming worse.

### **Training Objectives Related to 3.6.**

- A. Given a written exercise, define negotiation, mediation, and arbitration and identify the steps of each conflict management technique.
- B. Given a practical exercise, demonstrate conflict resolution skills to negotiate, mediate, or arbitrate a conflict or crisis situation.

**Criteria:** The trainee shall be tested on the following:

- 3.6.1. Evaluation of the conflict or crisis scene
- 3.6.2. Maintaining officer safety precautions
- 3.6.3. Use of calming language
  - 3.6.3.1. Giving appropriate attention to hostile/confrontational person
  - 3.6.3.2. Transitioning to conflict resolution methods
- 3.6.4. Definition of negotiation, mediation, and arbitration.
- 3.6.5. Identifying the steps involved in each type of the above conflict management techniques.
- 3.6.6. Negotiating, mediating, or arbitrating the conflict or crisis situation

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Evaluation of the conflict or crisis scene
2. Maintaining safety precautions
3. Use of calming language
  - A. Giving appropriate attention to hostile/confrontational person
  - B. Transitioning to conflict resolution methods
4. Definition of mediation, negotiation, and arbitration.
  - A. Mediation is the process of using a neutral third party to serve as an intermediary or conciliator between persons or sides in order to bring about an agreement or resolve a dispute. The aim is to help disputants arrive at their own solution.
  - B. Negotiation is the process of conferring, discussing, or bargaining to reach an agreement.
  - C. Arbitration is the process of using a third party or parties to hear both sides of a dispute and make a decision regarding settlement of the dispute.
5. The steps involved in each type of the above conflict management techniques.
  - A. Mediation
    1. Each person states his/her position briefly to the neutral third party (deputy/jail officer). They do not speak to each other directly until the mediator directs them to do so.
    2. The deputy/jail officer elicits suggestions from the disputants as to how the problem may be solved. "There must be some way to solve this problem. Make a reasonable suggestion."
    3. The deputy/jail officer checks each proposed solution with the other disputant until there is acceptance or compromise.
    4. The deputy/jail officer should avoid criticizing offered solutions, even if he/she doesn't agree.
    5. The deputy/jail officer summarizes the agreement that is reached.
    6. The deputy/jail officer encourages the disputants to act on the solution and leave. In a jail setting, observe the parties periodically to see that they are keeping to the agreement.
    7. The deputy/jail officer must communicate the agreement between the parties involved to other shifts.
  - B. Negotiation – defined as parties involved in exchanging information to gain a benefit or resolve a dispute, crisis, etc. Should be used when mediation fails.
    1. Each person states his/her position briefly.
    2. Negotiator (deputy/jail officer) offers possible compromises to the disputants in a neutral, non-defensive way.
    3. When compromise is reached, the deputy/jail officer summarizes the agreement for the parties involved and leaves.

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In a jail setting, the deputy/jail officer observes the parties periodically to see that they are keeping to the agreement.

4. The deputy/jail officer must communicate the agreement between the parties involved to other shifts.
- C. Arbitration – defined as a third party who determines the solution to a dispute and imposes that solution on all parties involved.
  1. This is a last resort technique.
  2. Here the jail officer imposes a solution on the disputants based on knowledge of the subject matter and policies of the jail related to the type of dispute they are having.
    - a) The deputy/jail officer identifies the solution that will resolve the dispute at hand.
    - b) The jail/officer presents the options and consequences for not agreeing to resolve the dispute as directed.
    - c) The deputy jail/officer communicates his/her responsibility as a jail officer if the disputants do not follow directions.
    - d) The deputy/jail officer relates any applicable laws and/or policies and consequences of continued acts that break either of these.
    - e) The deputy/jail officer explains clearly that the parties must comply with the law or policies or suffer the consequences.
- D. Referral - this can be combined with any of the other techniques. The deputy/jail officer identifies services that may be able to help the disputants (counseling, chaplain, etc.).
6. Negotiating, mediating, or arbitrating the conflict or crisis situation
  - A. Identify that no physical violence has taken place. If physical violence has taken place, follow policy and procedures for the type of crime committed.
  - B. Maintain all safety precautions. Back up arriving on scene must not disrupt efforts of first deputy or jail officer, but should take direction and support the first deputy jail officer. Primary goal is to keep the peace and not let parties become physically violent.
  - C. Diffuse the situation by separating the parties and explaining that you need to know the facts relating to the dispute. Each person will have a chance to speak, but you will set the rules for talking. (This is part of mediation.) They will be stating their positions but doing it through you. You will follow the steps outlined for mediation.
  - D. If you perceive the parties are too agitated, take each to a different area (the first deputy/jail officer and a backup officer need to work together to do this). This will be a negotiation.
  - E. Each officer must listen carefully to the explanation by each party separately to identify what their common interest is. Ask them to identify some alternatives to which both might agree. Officers should confer before reuniting the parties.

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- F. Bring the parties back together to discuss alternatives that may resolve the dispute. They must come to an agreement on the alternative for resolving their dispute. You will summarize this and tell them they will be observed for complying with this choice.
- G. Recognize when mediation or negotiation conflict management techniques will not produce the desired result. Serve as an arbitrator in this case and make the decision for the parties following agency policy for uncooperative inmates.
- H. If conflict management techniques are producing the desired result, advise the parties they can return to their normal routine.

**Performance Outcome 3.7.**

Stop or intervene with persons attempting to commit suicide.

**Training Objective Related to 3.7.**

- A. Given a written, audio-visual, or practical exercise, identify factors to consider when communicating with persons who threaten to commit suicide.

**Criteria:** The trainee shall be tested on the following:

- 3.7.1. Notify supervisor and request appropriate resources
- 3.7.2. Maintain a safe position while communicating with person and observe for weapons and need for universal precautions in case of biohazards
  - a. Try to calm down the person
  - b. Try to identify problems
  - c. Try to delay person as much as possible
  - d. Suggest resources for the person to help solve the problems
- 3.7.3. Document all proceedings



**Lesson Plan Guide:** The lesson plan shall include the following:

1. Notify supervisor and request appropriate resources
2. Maintain a safe position while communicating with person and observe for weapons and need for universal precautions in case of biohazards
  - a. Try to calm down the person
  - b. Try to identify problems
  - c. Try to intervene with person as much as possible
  - d. Suggest resources for the person to help solve the problems
3. Document all proceedings
4. Discuss suicide prevention including the following:
  - a. Types of inmates that may be suicide risks in jails.
  - b. Pre-disposing factors that may have occurred with the inmate that may contribute to suicide.
  - c. Factors of the jail environment that may have an impact on suicidal behavior.
  - d. Signs and symptoms that a potentially suicidal inmate may exhibit.
  - e. Common methods that inmates use in jail suicide attempts.
  - f. The benefits of intake screening and classification in preventing suicides and/or identifying potential suicidal inmates.
5. Using a case scenario, identify policy and procedures helpful in preventing suicide.

**Instructor Note: Ask if trainees have been instructed on biohazards and if not, define biohazards and what might be present at a suicide attempt.**

**Performance Outcome 3.8.**

Write reports.

**Training Objective Related to 3.8.**

A. Given a practical exercise depicting a jail incident, write a report.

**Criteria:** The trainee shall be tested on the following:

- 3.8.1. Type of offense (What)
- 3.8.2. Subject(s) information and description (Who)
- 3.8.3. Victim(s) information and description (Who)
- 3.8.4. Date/time of incident/ location (When and where)
- 3.8.5. Circumstances surrounding the incident (What and How)
- 3.8.6. Complainant/reporting party information (What and Why)
- 3.8.7. Witness(es) information (What and Why)
- 3.8.8. Action taken.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Types of reports used in a jail.
  - a. Logs
  - b. Forms
  - c. Incident reports
  - d. Memoranda
  - e. Letters
2. Complete a log and a form; write an incident report; write a memo and a letter to include the following:
  - a. Basic data
    - (1). name(s)
    - (2). inmate number
    - (3). cell number
    - (4). date/time of day
  - b. Proper use of grammar
  - c. Accurate statements of facts to include quotes.
  - d. Complete and detailed representation of facts
  - e. Impartial, clear, and concise language
3. Review the report to verify that answers to the questions who, what, where, when, why and how are included in the report.

**Instructor Note: Emphasize to class that all written reports may be subpoenaed to court. It is critical to document in writing all factors related to an incident and present these in a professional manner that anyone may read and understand.**

### **Performance Outcome 3.9.**

Prepare written reports to record injuries to inmates, an officer, and an employee or a civilian.

### **Training Objective 3.9.**

- A. Given a written or practical exercise, prepare a written report to document injuries to an inmate, an officer, and an employee or a civilian.

**Criteria:** The trainee shall be tested on the following:

- 3.9.1. Documenting need for medical treatment in general.
- 3.9.2. Documenting need for psychiatric treatment.
- 3.9.3. Documenting need for treatment after chemical or pepper spray.
- 3.9.4. Documenting need for treatment after use of force.
- 3.9.5. Documenting need for treatment after inmate confrontation or fight.
- 3.9.6. Complete a written report documenting injuries for general medical treatment of an inmate, an officer, and an employee or a civilian.
- 3.9.7. Identify the procedure to ensure that documentation is provided to supervisor/administrator regarding staff injuries per agency policy.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Need for medical treatment in general, after use of force, or after an inmate confrontation or fight.
  - a. Observe, identify, and document any injuries
    - (1). top down review
    - (2). front and back review
    - (3). photograph if possible
    - (4). transport to hospital if necessary or medical unit as appropriate
    - (5). identify source of injury (weapons, etc.)
    - (6). extent/seriousness of injury
    - (7). location on body
    - (8). identify all parties involved
    - (9). if and how the inmate was treated
    - (10). inquire about non-visible injuries (eyes, ears, elsewhere)
    - (11). o.c. spray use – note specifically where on the body the inmate was sprayed
  - b. Document circumstances surrounding the injuries and indicate if a justifiable use of force was necessary.
2. Need for psychiatric treatment
  - a. Observe for abnormal behaviors that may suggest mental health concerns
  - b. Document the behaviors and communicate this information to other appropriate individuals who will interact with inmate.
3. Need for treatment after chemical or pepper spray
  - a. Observe for reactions to chemical or pepper spray.
  - b. Treat for chemical or pepper spray reactions according to manufacturer's instructions.
  - c. Document circumstances surrounding the use of a spray and reasons this level of force was necessary.
4. Complete a written report documenting injuries for general medical treatment for an inmate, an officer, and an employee or a civilian.
5. Identify the procedure to ensure that documentation is provided to supervisor/administrator regarding staff injuries per agency policy.

**Instructor Note: A separate form (Employer's First Report of Accident) MUST be completed related to injuries that occur to officers, employees, or civilians promptly after the accident occurs. Delayed reporting of an injury may result in failure to qualify for worker's compensation.**

### **Performance Outcome 3. 10.**

Prepare for court testimony and testify in court; in a legal and an administrative proceeding; before grand juries; in criminal trials; in evidence suppression hearings; in implied consent hearings; at probable cause hearings.

### **Training Objective Related to 3. 10.**

- A. Given a written exercise, identify basic steps an officer should take to prepare for court testimony.
- B. Given a practical exercise, prepare for and demonstrate courtroom testimony

**Criteria:** The trainee shall be tested on the following:

3.10.1. Preparation for court testimony in general:

- 3.10.1.1. Review notes and reports
- 3.10.1.2. Consult Commonwealth or City Attorney if necessary
- 3.10.1.3. Review physical evidence and lab results
- 3.10.1.4. Ensure professional appearance
- 3.10.1.5. Formulate and articulate the facts of an inmate assault court case

3.10.2. Preparation for testimony at a probable cause hearing:

- 3.10.2.1. Officer appears before a judge, magistrate or clerk of the court
- 3.10.2.2. Officer identifies suspect
- 3.10.2.3. Officer describes facts and circumstances that lead one to believe that a crime has been committed and the person named is the perpetrator and provides this information on an accurately completed affidavit
- 3.10.2.4. Officer swears or affirms to the accuracy of the statement before the judge, magistrate, or clerk of the court

**Lesson Plan Guide:** The lesson plan shall include the following:

Related to general court testimony:

1. Knowledge of law relating to testimony, probable cause, arrest, and implied consent
2. Knowledge of facts of the case (confer with prosecutor as needed)
3. Review written notes and reports
  - a. Officer may not read notes into court testimony, but only refer to them
  - b. Time between an incident/offense and court reduces the accuracy of memory
  - c. Accurate presentation of evidence in court is critical for convictions
4. Review physical evidence and lab results
5. Prepare mentally (present facts not make judgments)
6. Prepare to use calm and professional demeanor
7. Prepare to use good English skills
8. Be aware of body language
9. Use clear and calm voice tone in speech
10. Be truthful, accurate, and objective in testimony

Related to probable cause hearings:

1. Knowledge of law relating to probable cause
  - a. Definition
  - b. Who can issue a warrant
    - (1). magistrate
    - (2). judge
    - (3). clerk of the court
  - c. Elements of probable cause
    - (1). physical evidence
    - (2). witness testimony
    - (3). close proximity
    - (4). possession of a stolen item
    - (5). time between event and apprehension or recovery of property
    - (6). admission/confession/incriminating statements
2. Knowledge of Virginia Code §19.2-72
3. Knowledge of facts of the case
  - a. Date and time of the incident
  - b. Articulate facts supporting probable cause that an offense was committed
4. Written notes (reference only)
5. Prepare mentally (testify to the probable cause, do not demand a warrant)
6. Prepare to use calm and professional demeanor
7. Prepare to use good English skills
8. Be aware of body language
9. Use clear and calm voice tone in speech
10. Be truthful, accurate, and objective in testimony
11. Provide accurate and complete affidavit to conclude testimony

**Performance Outcome 3.11.**

Verbally communicate with people with different levels of understanding.

**Training Objective Related to 3.11.**

- A. Given a practical exercise, verbally communicate with people with awareness of different levels of understanding

**Criteria:** The trainee shall be tested on the following:

- 3.11.1. Identify audiences that may need the officer to adjust manner of communication
- 3.11.2. Identify adjustments that may be needed when communicating with various audiences.
  - 3.11.2.1. Persons under the influence of alcohol or drugs
  - 3.11.2.2. Culturally diverse people
  - 3.11.2.3. Persons with mental disabilities
  - 3.11.2.4. Person's suffering from dementia including Alzheimer's Disease



**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify reasons to consistently use professional language and plain speaking
2. Identify audiences that may need the officer to adjust manner of communication
  - a. Juveniles of various ages
    - 1). Ways to respond to questions with age appropriate answers
      - (a). Be honest but use language the juvenile is most likely to comprehend
      - (b). Emphasize the positive in whatever the juvenile is discussing, if possible
  - b. Generational differences (person in a generation different from the deputy/jail officer)
  - c. Culturally diverse people
    - 1). Determine language person speaks, if not English (if possible); obtain services of an interpreter, if possible.
    - 2). Choose a quiet environment or setting to speak, if possible
    - 3). Use a variety of terms to determine what the recipient may understand, then choose the terms most easily understood; do **NOT** use derogatory terms or language.
    - 4). Choose a rate of speech helpful to the recipient
    - 5). Use body language or gestures that enhance verbal communication
    - 6). Pronounce words clearly and accurately
    - 7). Encourage recipient to ask questions for clarification
  - d. Educated people
  - e. Uneducated people
  - f. Mentally disabled people
  - g. Emotionally upset people
  - h. Physically disabled or elderly person with mobility problem
    - (1). Ask if you may be of assistance
    - (2). Ask the person the best way to assist them (if appropriate)
    - (3). Be aware of hearing impairments
  - i. Homeless people
3. Identify adjustments that may be needed when communicating with various audiences.
  - a. voice tone
  - b. language use/simplification
  - c. body stances/gestures
  - d. cultural awareness
    - 1). identify the variety of cultures living in jurisdiction
    - 2). identify particular considerations of these cultures with which to be familiar that may be helpful in conducting an interview of an inmate

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- (3). identify resources to assist with language translation for the variety of cultures in the jurisdiction
  - e. facial expressions
  - f. eye contact
  - g. local customs
- 4. Identify conversation that helps to promote the positive services of jails.
- 5. Specific audiences that may require a deputy/jail officer to adjust manner of communication.
  - a. Persons with mental retardation
  - b. Persons with mental illness
  - c. Persons suffering from dementia including Alzheimer's Disease (AD).
    - 1). Identify physical, mental, behavioral symptoms and consequences of AD
    - 2). Identify situations where a person with AD may be encountered.
    - 3). Identify specific intervention techniques for managing the person with AD.
    - 4). Identify potential resources that assist in responding to persons with AD or dementia: Alzheimer's Association, Safe Return Program, Project Lifesaver.
- 6. Cultural awareness knowledge that may assist in adjusting communication with audiences.
  - a. Define culture and cultural groupings.
  - b. Define ethnicity and ethnic groups.
  - c. Identify the variety of cultures living in jurisdiction.
  - d. Identify the variety of cultures whose members may visit or travel through the jurisdiction.
  - e. Define ethnocentrism.
  - f. Define stereotype.
  - g. Identify the particular considerations of the cultures with which it will help a deputy/jail officer to be familiar in order to conduct an interview of an inmate.
  - h. Identify resources to assist with language translation for the variety of cultures in the jurisdiction.

**Performance Outcome 3.12.**

Manage stress professionally.

**Training Objective Related to 3.12.**

- A. Given a written or practical exercise, identify or demonstrate the necessary skills and techniques to respond to stressful situations professionally.

**Criteria:** The trainee shall be tested on the following:

- 3.12.1. Define crisis, victim, and stress.
- 3.12.2. Identify three stages of stress reactions.
- 3.12.3. Identify common characteristics of stress.
- 3.12.4. Identify methods of handling stress.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define crisis, victim, and stress.
  - a. Crisis – a crisis is a decisive or crucial time, stage or event that represents a turning point in the course of anything.
  - b. Victim – a person who is harmed by or suffers a loss through some act, condition, or circumstance.
  - c. Stress is the body’s non-specific response to any demand placed on it. (Hans Seyle, M.D.)

Individuals should learn as much as possible about their individual reactions to stress as this will provide the basis for enhancing their ability to manage their stress. What are some non-specific responses that your body gives in reaction to demands you place on it?
2. Coping with crisis (stress reactions)
  - a. Five general coping behaviors
    1. Cognitive strategies (thinking ahead, or pre-planning how you would act if faced with a certain situation)
    2. Verbal strategies (talking your way out of a situation)
    3. Physical strategies (fight or flight)
    4. Psychological defense (fight or flight)
    5. Physiological reaction (numerous possibilities – crying, red face, clenched teeth or fists, etc.)
  - b. Six observable coping strategies exhibited by victims
    1. High anxiety (emotional state at crisis impact)
    2. Denial (can’t believe it’s happening)
    3. Anger (upset because they did not deserve this)
    4. Remorse (feeling of guilt. . .could have possibly prevented it “if only I had not. . .”)
    5. Grief (abject sadness, helplessness, and hopelessness felt by victim)
    6. Reconciliation – After working through grief the desire to “put it behind” and go on with life.
3. Identify three stages of stress reactions.
  - a. The alarm stage. This occurs when the body reacts to the stressor with a physical reaction. These include the following:

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- 1). Increased breathing rate
  - 2). Increased heart rate
  - 3). Increased metabolism rate
  - 4). Increased oxygen in the blood
  - 5). Increased sugar in the blood
  - 6). Increased serum lipids
  - 7). Increased serum cholesterol
  - 8). Increased blood flow to the muscles
  - 9). Increased clotting mechanism of the blood
  - 10). Decreased digestion
  - 11). Decreased inflammatory response
  - 12). Decreased immune response
- b. The resistance stage. This occurs after the stressor is gone and the body works to repair the damage caused by stress.
  - c. The exhaustion stage. This occurs when stressors are prolonged and the body remains in an alarm stage condition with no time to repair itself exhaustion sets in.
4. Identify common characteristics of stress.
    - a. Mental or physical tension
    - b. Sense of pressure or urgency
  5. Identify methods of handling stress.
    - a. Physical activity helps to manage stress. Keeping your body in good shape as a general rule gives you confidence in your physical skills and assists with mental alertness. Simple exercises to relieve muscles that may tense up from working long periods in certain positions are also helpful. Shoulder rolls, head rolls, standing, stretching, arm circles, etc., can be done periodically throughout the day to help provide some physical relief. This, in turn, helps to manage stress.
    - b. Communicate with co-workers or loved ones about the stress of a work day. Just be sure not to break confidentiality of information when doing so. Giving and receiving support through sharing stressful feelings helps in managing stress.
    - c. Recognize limits. If a situation at work is beyond your control and cannot be changed, learn to accept this.
    - d. Take care of yourself. Eat and sleep properly. Good nutrition and proper rest are important factors for everyone in managing stress. Lack

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of proper nutrition affects mental capability. Lack of proper rest may quickly make a person less tolerant of situations that otherwise would be manageable.

- e. Have fun. Time for things you enjoy doing is important for relaxation and helping to keep a balanced outlook. Without this, you may react much more negatively to calls for service than is appropriate.
  - f. Breathe. Taking slow, deep breaths periodically can both help you relax and help keep you calm in a crisis situation. Use this breathing technique to aid your mental focus.
  - g. Cry. When a situation has deeply affected you, tears provide a good release for anxiety. When you have shed these, you will be better able to cope.
  - h. Use mental imagery. You can create a special, quiet place in your mind that will help you manage stress. You can go there even when you are working and use that imagery to help you get through a difficult caller or situation.
  - i. Avoid self-medication. Avoid drugs in general, but if you are taking any prescription drugs, follow the directions and do not take extras. Drugs, even non-prescription ones, can be habit forming and create more stress than they relieve.
  - j. Be positive. Focus on the good things about the world, life, and people. Negative thinking may result in negative talking and negative feelings that simply are not healthy for you, your co-workers, and your workplace. When there are differences, work in a proactive manner to resolve these.
  - k. Use positive self-talk. Think good thoughts about yourself. Give yourself a pat on the back when you've done something good. Positive thinking is one of the best tools you can use that will ultimately help you manage stress productively.
6. Identify resources that may be available to staff to help manage stress.
- a. Doctors
  - b. Faith base services
  - c. Community Services Board
  - d. Support services